**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** US History

**Date:** 11/28/11

**Objective:** HWBAT evaluate the economic, political, and social conditions that prompted the rise of the Populist movement.

**Learning Goal:** 5.1.3.g Evaluate the economic, political and social conditions that prompted the rise of the Populist movement. **(Populism, Sound Money, Free Silver movement, farmer’s alliance, the Grange)**

**Essential Question:** How did the populist movement address the problems of farmers?

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| **Type of Lesson:** | **Agenda:** |
| Introductory | 1. Call to Order 2. Cornell Notes 3. Reiteration of Key Points/Discussion 4. Reading of “Cross of Gold” 5. Exit Ticket |
| **Call to Order:** | |
| Students will enter the classroom, take out their notebooks, and begin the Call to Order which is posted on the front board:  Copy the following questions on the left side of your notebook. You will take notes from the textbook using these questions to guide you. Leave 4-5 lines in between each question. | |
| **Introduction of New Material:** | |
| Students will be given a list of questions to copy down into their notebooks on the left hand side, leaving 4-5 lines on the right for their notes (responses to the questions).  How did Homestead Acts encourage settlers to migrate Westward?  What new inventions helped farmers as they moved West?  What were the problems faced by farmers in the 1860s and 1870s?  What was the Grange?  What were cooperatives?  How did Munn v. Illinois help farmers?  What was the Populist Party, and what were their goals?  How did the Populists infuse their views into the election of 1896?  Students will break into pairs and read *Creating America* pages 574-579.  Students will take Cornell notes as they read, answering the questions. | |
| **Guided Practice:** | |
| Teacher will clarify what is meant by the silver standard v. the gold standard.  Teacher will model how to analyze a political cartoon by using the strategies  Students will analyze a political cartoon using the strategies taught in previous lessons. | |
| **Independent Practice:** | |
| Students will complete an exit ticket of 5 multiple-choice questions. | |
| **Closing:** | |
| Teacher will collect exit tickets.  Teacher will put key concepts and words on the Unit Board. | |
| **Homework:** | |
| Students will read textbook pages 412-415 and answer the questions on page 415. | |
| **Accommodations:** | |
| No IEP accommodations necessary for this class. | |

**Assessment Items:**

**1. The Populist movement of the 1890s can best be described as a**

1. trade union movement located in major Eastern cities
2. political coalition of farming interests directed against banking and railroad interests
3. reform movement seeking to eliminate urban poverty and slums
4. political interest group desiring a war with Spain to protect U.S. interests in Cuba

**2. Supporters of the Populist Party included large numbers of all of the following groups EXCEPT:**

1. mid western family farmers
2. southern tenant farmers
3. western minors
4. eastern labor union members

**3. An important result of the Populist movement was that it**

1. split the Republican Party
2. helped to discredit the muckrakers
3. promoted the acceptance of industrial unionism
4. helped to liberalize the Democratic party platform of 1896

**4. All of the following means were favored by the farmers between 1870 and 1900 in an attempt to better their condition EXCEPT?**

1. limits on production of farm crops
2. regulation of railroads’ hauling rates
3. cheap money and low tariff rates
4. new third parties that worked in the best interest of farmers

**5. What was the result of the Supreme Court case *Munn v. Illinois?***

1. it gave the state government the power to regulate railroad and grain elevator companies
2. it ruled that separate but equal facilities for blacks and whites was legal under the 14th amendment
3. it upheld the principle that third parties could not compete in the presidential election
4. it ruled that the silver standard was unconstitutional